

NEW CADETS AND OTHER COLLEGE FRESHMEN: CLASS OF 1988

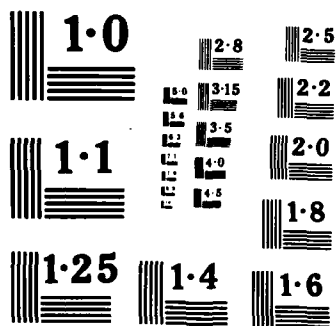
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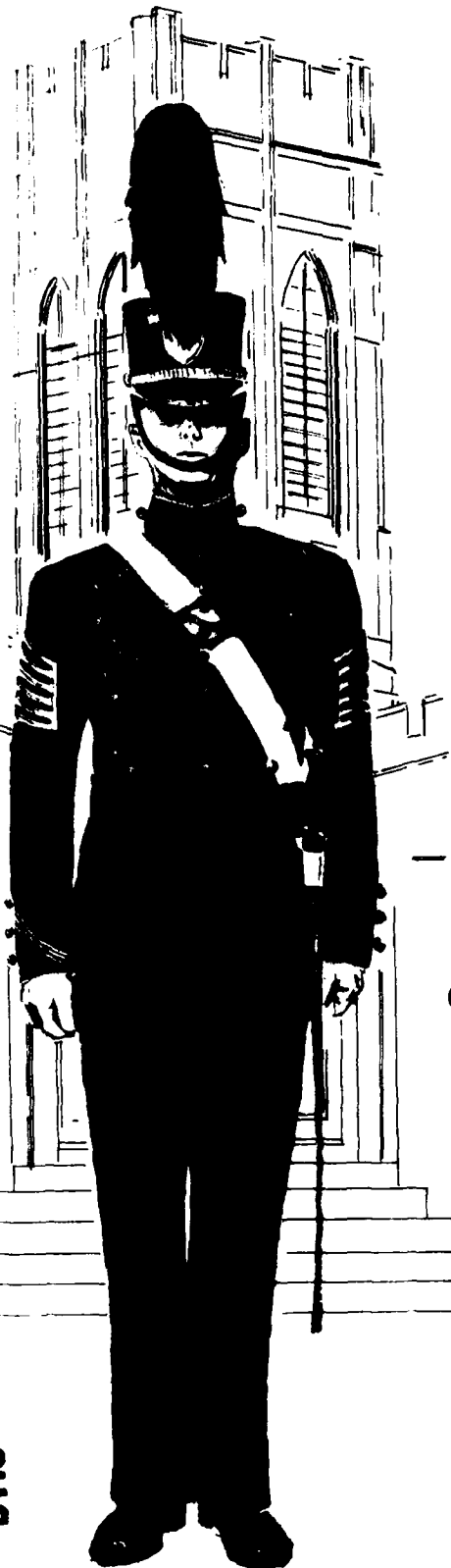
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NEW CADETS AND OTHER COLLEGE FRESHMEN:
CLASS OF 1988

Report Number: USMA-OIR-85-004
Project Number: 552
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February 1985

ABSTRACT

This report compares new cadets at USMA in the Class of 1988 with entering freshmen at institutions in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. Data are presented on secondary school and socioeconomic backgrounds, values, interests, and activity patterns, and are based on the American Council on Education's yearly survey.

NOTE: Any conclusions in this report are not to be construed as official U.S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

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1. Name of Report	
2. Author(s)	
3. Title	
4. Abstract	
5. Distribution	
6. Availability Codes	
7. Date of Report	
8. Date of Review	
9. Date of Approval	
10. Date of Distribution	

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EXECUTIVE SUMMARY

A. PURPOSE. This report contains information, for rapid reference, on the U.S. Military Academy Class of 1988 and on three norm groups of freshmen at other colleges.

B. METHODOLOGY. The United States Military Academy participates in the Cooperative Institutional Research Program (CIRP) of the American Council on Education (ACE) and the University of California at Los Angeles. On 1 July 1984, the Military Academy Class of 1988 entered West Point; and on the second day of Cadet Basic Training, 99% of this class completed the ACE survey on secondary school and socioeconomic backgrounds, values, interests, and activity patterns. The results of all colleges participating in the survey are compiled at UCLA. This report compares new cadets at USMA in the Class of 1988 with entering freshmen in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. The responses to all questions in the survey are given in Tables 1-31 of the report. A summary of responses is given below.

C. RESULTS.

1. Catholics make up a larger proportion of the entering USMA Class of 1988, in comparison with the national norm group of four-year colleges. Cadets come from a wider geographical distribution than students entering other colleges; parents of entering cadets are more highly educated and have higher incomes than parents of students at all four-year colleges.

2. A larger proportion of entering cadets reported high school averages of "A-" or above than any of the norm groups compared. Significantly more new cadets had met or exceeded the recommended years of study in mathematics, physical science, and foreign languages than students in the four-year college norm group. Graduate degree aspirations continue to be important to a majority of cadets.

3. New cadets continue to exhibit more conservative political preferences than students at other four-year colleges, although entering female cadets are somewhat less conservative than male cadets. Cadets, male and female, are less materialistic than students in the four-year college norm group. Students attach greater importance to keeping up with political affairs and having administrative responsibility than other entering college students.

4. Although the admission of women to USMA has changed the Corps somewhat, overall, female cadets are more similar to male cadets in their attitudes and achievements than they are to women entering other colleges. Female cadets differ most from male cadets in their attitudes toward social and family issues.

I. INTRODUCTION

The United States Military Academy participates in the Cooperative Institutional Research Program (CIRP) of the American Council on Education (ACE) and the University of California at Los Angeles. Since it began in 1966, the CIRP has provided data which make it possible to compare new cadets at USMA with students entering a wide variety of colleges. It has been the only systematic source of data available to USMA for making such objective comparisons. Each year the Office of Institutional Research has published a report describing the characteristics of the new cadets in comparison to students at other colleges which participate in the survey (see Saunders, 1984,¹ for the most recent report). The current report continues OIR's practice of publishing results of the ACE survey, and presents data obtained from members of the Class of 1988 at USMA and elsewhere.

II. METHOD

A. On 1 July 1984, 1,242 men and 159 women entered West Point as the Class of 1988. Of this entering group, 1,396 completed the ACE survey during the second day of Cadet Basic Training. Of the group that was tested, 146 reported prior college experience. Since the national norms published by the American Council on Education² deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1,104 male and 146 female cadets without prior college experience.

B. The ACE annual national norms survey collects data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.³ This report compares responses of West Point cadets with those of students in various types of undergraduate institutions, highlighting similarities and differences between West Point and other groups of schools.

C. Since the Federal Service Academies have a unique role in higher education, there are no exactly parallel reference groups available for comparison purposes. However, four reference groups of freshmen with certain similarities are considered in this report: (1) all four-year colleges (male freshmen), (2) all four-year colleges (female freshmen), (3) four-year public colleges with high selectivity (all freshmen), and (4) four-year private nonsectarian colleges with very high selectivity (all freshmen). In 1984, these reference groups included over one-hundred eighty thousand participants from 345 institutions. The four-year colleges are those institutions which primarily grant a bachelor's degree only. The four-year public colleges with high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1,025 or more. Four service academies, as well as five other colleges, are included in this norm group. The four-year private nonsectarian colleges with very high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1175 or more. All freshmen of both sexes are included in the last two groups.

D. All of the questions in the original ACE 1984 Student Information Form, which were reported to participating institutions on a Data Summary printout, are included in this report with the following exceptions: (1) residence planned during fall term; (2) highest degree planned here; (3) marital status; (4) concern about financing college; (5) sources of financial support; (6) U.S. citizen; and (7) type of high school attended.

¹ Saunders, M. H. New Cadets and Other College Freshmen, Class of 1987. West Point: Office of Institutional Research, April 1984. Report #84-001.

² The American Freshman: National Norms for Fall 1984. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

³ The questionnaire is included as Appendix A.

III. RESULTS

A. General.

1. The results are presented in Tables 1 through 31. An "a" superscript for an item indicates over a 10-point difference when USMA males are compared to all four-year college males, or when USMA females are compared to all four-year college females. A "b" indicates over a 10-point difference between male and female cadets. This report has made no systematic attempt to explain the differences noted.

2. As an aid in interpreting the data, the items in Tables 14, 21, 22, 26, 27, 29, 30 and 31 have been rearranged in descending order of frequency of selection by male cadets. Results of selected items are described below under the headings of "Institutional Effects" and "Differences by Sex." Institutional effects are the special characteristics of cadets at the Military Academy when compared to students at the institutions of the norm groups.

B. Institutional Effects.

1. More cadets (42%) in the Class of 1988 list their current religious preference as Roman Catholic, compared to students (36%) in the national norm group of four-year colleges (Table 3). Due to the requirement of candidates to obtain a nomination, cadets come from a wider geographical distribution than do students at other four-year colleges (Table 7). Fifty-two percent of the fathers of cadets had college or graduate degrees, while only 36% of the students in all four-year colleges had fathers with this level of education (Table 8a). Seventy percent of the mothers of entering cadets had some education beyond high school, while 52% of the mothers of students in the norm group had this education (Table 8b). The median parental income of cadets in the Class of 1988 was significantly higher than the parental income of students in the national norm group (Table 11a).

2. Sixty percent of entering cadets received an average grade of "A-" or above in secondary school, a larger proportion than that in any of the norm groups used for comparison (Table 15). The proportion of freshmen reporting "A" averages from high school has declined slightly in all categories, evidence that earlier "grade inflation" may be ended. Significantly more new cadets had met or exceeded the recommended years of study in mathematics, physical science, and foreign language than had students in the four-year college norm group (Table 17). Freshmen in the fall of 1984 filled out more college applications than any previous freshmen class. Cadets applied to, and were accepted by more colleges than students in all four-year colleges; but students at the very highly selective four-year private colleges applied to, and were accepted by, more colleges than cadets (Tables 24 and 25).

3. As in previous classes, a large majority (85%) of the USMA Class of 1988 cited "this college's" good academic reputation as being important to them in selecting the Academy, whereas only 57% of students at all four-year colleges cited this as an important factor in their selection of a college (Table 27). The concern of members of the Class of 1988 with their college's academic reputation matches most closely with students entering private, very highly selective colleges, as does their interest in pursuing graduate degrees (Tables 20 and 27). A large majority (88%) of cadets plan to continue their education past the B.A. level, compared to 60% of students at all four-year colleges (Table 20).

4. New cadets continue to hold more conservative political opinions than students at four-year colleges (Table 29). Among entering students at all four-year colleges, slightly more call themselves either "liberal" or "far left" (22%) than "conservative" or "far right" (20%). Among entering cadets, conservatives outnumber liberals by better than three-to-one (Table 28).

5. In the area of personal values, entering cadets differ from other students entering four-year colleges in several areas. Students in the four-year college norm group are more interested in making money than at any other time in the history of the survey--68% say that a very important reason for attending college is "to be able to make more money," and 71% feel that "being very well-off financially" is a very important goal in life, ranking second only to "be an authority in my field" (Table 31). In contrast, less than two-thirds (59%) of entering cadets consider it important to "be very well-off financially." Cadets are significantly more interested in keeping up with political affairs, and having administrative responsibility than other entering college students.

C. Differences by Sex.

1. Overall, there is greater similarity between male and female cadets in the Class of 1988 than between female cadets and women entering other colleges in 1984. However, some differences which do exist between male and female cadets are of interest.

2. More cadet women had average secondary school grades of "A-" or above (74%) than did cadet men (58%) (Table 15). In regard to reasons very important in deciding to go to college, USMA women listed several significantly more often than male cadets: gain a general education, learn more about things, get a better job, prepare for graduate school, meet new and interesting people, and improve reading/study skills (Table 26).

3. Male cadets tend to be more conservative in their attitudes than female cadets (Table 29). Male cadets agreed more frequently that federal military spending should be increased, and women's activities are best in the home. Female cadets more frequently favored instituting a national health care plan. More women also agreed that the government was not doing enough to promote disarmament.

4. Regarding college expectations (Table 30), a larger proportion of female cadets feel that the chances are very good that they will change their major field and their career choice. This is true both in comparison with male cadets, and with women entering all four-year colleges. In virtually all instances, female cadets were very similar to male cadets in their long-run objectives. A striking exception is that significantly fewer female than male cadets consider it essential or very important to raise a family (Table 31).

SECTION I: BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in Years as of December 1984*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
16 or Younger	0.1%	0.0%	0.0%	0.1%	0.1%	0.2%
17	1.2	1.4	2.1	3.0	3.2	5.6
18	66.8	72.2	71.4	79.5	78.9	79.8
19	24.9	24.3	22.6	15.0	15.9	13.7
20	5.1	0.0	2.2	1.1	1.2	0.6
21 or Over	2.0	2.1	1.7	1.3	0.7	0.1
(18 or Less)	(68.1)	(73.6)	(73.5)	(82.6)	(82.2)	(85.6)

2. Racial Background

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Caucasian/White	86.0%	84.9%	83.5%	81.2%	89.6%	88.3%
Negro/Black	7.2	8.9	12.9	15.3	4.9	3.9
American Indian	0.6	1.4	1.5	1.4	0.8	0.8
Oriental	3.3	3.4	1.4	1.4	2.7	5.9
Mexican-American/ Chicano	1.6	0.0	0.7	0.7	0.8	0.6
Puerto Rican- American	0.8	1.4	0.6	0.7	1.1	0.6
Other	1.5	0.7	1.4	1.3	2.1	2.2

*All columns of each table of this report are for first-time freshmen.

3. Current Religious Preference

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Protestant	49.0%	42.2%	46.9%	48.2%	41.0%	33.3%
Roman Catholic	40.5	50.7 ^{a,b}	35.2	36.2	42.3	27.1
Jewish	0.9	2.1	2.1	1.9	2.9	11.8
Other*	2.9	0.0	6.7	6.9	4.3	6.4
None	6.7	5.0	9.1	6.8	9.5	21.4

*Other consists of Buddhist, Eastern Orthodox, Islamic, and "Other Religion."

4. Residence Preferred During Fall Term

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
With parents or relatives	20.3%	29.9% ^a	16.8%	15.6%	12.7%	3.8%
Other private home or apartment	24.7	20.7	26.7	24.5	22.3	9.1
College Dormitory	32.6	31.0 ^a	42.5	47.4	50.6	76.7
Fraternity or Sorority house	11.9	6.9	6.6	5.1	7.3	3.9
Other campus housing	3.6	2.3	5.7	5.7	4.5	5.5
Other	7.0	9.2	1.9	1.8	2.6	1.0

^a USMA males over 10 percentage points different from all 4-year college males. In all tables of this report, an "a" indicates over a 10-point difference when USMA males are compared to all 4-year college males or when USMA females are compared to 4-year college females.

A "b" indicates over a 10-point difference between male and female cadets.

5. Permission Given to Use Student I.D.

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Yes	99.6% ^a	100.0% ^a	79.6%	81.8%	83.3%	75.2%

6. Year Graduated from High School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
1984	85.7%	84.0% ^a	95.1%	96.0%	95.7%	98.1%
1983	9.5	13.9 ^a	2.7	2.1	3.0	1.5
1982	3.6	0.0	0.7	0.6	0.6	0.1
1981 or Earlier	1.2	2.1	1.1	0.9	0.5	0.1
H.S. Equivalency (GED)	0.0	0.0	0.4	0.4	0.1	0.0
Never Completed High School	0.0	0.0	0.1	0.1	0.1	0.2

7. Distance from Home to College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
10 Miles or Less	1.3% ^a	2.1% ^a	15.3%	15.9%	4.0%	3.2%
11-50 Miles	2.9 ^a	6.2 ^a	27.0	29.1	19.4	8.5
51-100 Miles	6.1	4.8 ^a	16.1	17.9	11.4	12.0
101-500 Miles	28.1	26.7	28.6	26.6	29.3	45.0
More than 500 Miles	61.6 ^a	60.3 ^a	13.0	10.6	36.0	31.3

8. Parents' Highest Level of Education

a. Father's Education

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Grammar school or less	1.5%	1.4%	4.3%	5.1%	2.0%	1.3%
Some high school	5.2	6.2	8.6	9.5	4.9	2.0
High school graduate	17.3 ^a	15.8 ^a	27.4	28.2	18.4	7.6
Post-secondary other than college	2.6	4.8	4.7	5.7	5.2	2.5
Some college	16.4	15.1	14.5	14.5	15.2	7.8
College degree	24.2	24.7	21.1	19.4	26.4	23.3
Some graduate school	4.7	4.8	2.5	2.6	4.8	5.6
Graduate degree	28.1 ^a	27.4 ^a	16.8	15.1	23.1	50.1
(High school grad or less)	(24.0) ^a	(23.4) ^a	(40.3)	(42.8)	(25.3)	(10.9)

b. Mother's Education

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Grammar school or less	0.8%	2.8%	2.6%	3.2%	1.7%	1.2%
Some high school	2.8	4.8	6.7	7.9	3.9	1.5
High school graduate	26.1 ^a	22.8 ^a	38.7	37.5	29.0	12.9
Post-secondary other than college	8.7	6.9	7.5	8.2	9.7	6.5
Some college	21.1	18.6	16.0	16.3	18.8	12.8
College degree	24.0	29.7 ^a	17.9	17.0	22.0	33.2
Some graduate school	3.7	5.5	2.6	2.5	4.3	7.5
Graduate degree	12.8	9.0	7.9	7.4	10.7	24.4
(High school grad or less)	(29.7) ^a	(30.4) ^a	(48.0)	(48.6)	(34.6)	(15.6)

Parents' Occupations

a. Father's Occupation

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Artist (incl performer)	0.7%	1.4%	1.0%	1.0%	0.9%	2.2%
Businessman	29.5	21.8	30.5	27.9	29.0	34.9
Clergy or religious worker	1.0	0.0	1.4	1.3	0.9	1.4
Educator (college teacher or administrator)	1.8	2.1	1.2	1.0	1.7	4.8
Doctor or Dentist	1.8	0.0	2.4	1.9	1.9	10.7
Educator (secondary)	6.8	6.3	3.9	3.3	5.3	4.9
Educator (elementary)	1.1	2.8	0.7	0.8	1.0	0.8
Engineer	8.2	16.2	7.7	8.2	12.9	7.7
Farmer or Forester	2.0	0.7	3.0	3.3	1.5	0.6
Health professional (non-MD)	1.7	0.0	1.2	1.2	1.2	1.0
Lawyer	2.6	2.8	1.7	1.5	1.7	9.3
Military Careerist	8.7	9.9	2.3	2.0	4.7	0.8
Research Scientist	0.4	0.0	0.6	0.5	0.9	2.1
Skilled worker	10.1	10.6	10.9	9.8	8.5	3.1
Semi-skilled worker	4.1	3.5	5.0	4.2	3.2	1.4
Laborer (unskilled)	0.9	0.7	3.4	3.2	1.3	0.6
Unemployed	1.0	1.4	2.5	3.2	1.3	1.1
Other Occupation	17.7	19.7	20.7	20.2	22.2	14.6

Reasons Noted as Very Important in Selecting this College

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
College has a good academic reputation	84.6% ^a	90.4% ^a	51.9%	61.3%	82.5%	86.3%
Graduates get good jobs	77.4 ^a	81.9 ^a	44.5	48.0	70.9	54.8
Graduates go to top grad schools	48.1 ^a	56.3 ^a	24.6	27.8	38.4	51.7
Offered financial assistance	40.2 ^a	41.7 ^a	25.2	27.0	28.3	25.6
Offered special education programs	36.6 ^a	40.6 ^a	18.8	26.9	36.5	22.4
Has low tuition	27.6	26.8	18.7	20.7	30.7	1.4
Recruited by Athletic Dept	14.1	13.8	10.1	2.4	5.8	4.0
Has a good social reputation	12.4	13.1	21.0	22.2	20.6	24.5
Relatives wanted me to go	9.3	13.7	6.3	7.2	6.6	4.7
Advice of guidance counselor	5.1	8.3	7.1	7.9	6.8	8.9
Recruited by college rep	4.8	4.9	5.3	4.2	2.5	3.2
Teacher advised me	3.6	6.2	4.2	4.7	4.1	5.8
Not offered aid by first choice	2.8	3.5	4.4	4.6	3.9	2.5
Friend suggested attending	2.2	3.5	6.9	7.6	5.1	4.8
Wanted to live near home	1.3	0.0	15.4	20.6	7.9	5.2

26. Reasons Noted as Very Important in Deciding to Go to College

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Gain general education	62.3% ^b	79.5%	60.3%	73.5%	69.5%	83.6%
Learn more about things	60.3 ^b	74.0	66.9	77.7	74.8	85.7
Able to get a better job	56.4 ^{a,b}	69.2	72.4	74.5	69.9	57.3
Able to make more money	46.1 ^a	45.9 ^a	69.0	62.4	59.6	48.1
Prepare for graduate school	41.5	61.6 ^{a,b}	45.0	51.0	48.6	66.1
Meet new and in- teresting people	35.7 ^{a,b}	65.1	50.9	66.0	58.0	74.1
Become a more cultured person	33.0	42.5	30.5	42.1	36.7	50.6
Improve reading/ study skills	31.3 ^b	45.2	39.5	46.4	34.5	44.4
Parents wanted me to go	25.4	24.0 ^a	29.6	34.7	24.8	27.0
Wanted to get away from home	7.0	8.9	11.8	12.7	12.5	16.1
Nothing better to do	2.2	4.1	2.3	1.9	2.2	2.7
Could not find a job	1.5	2.1	4.4	4.9	2.5	1.6

3. Choice of College (this College is:)

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
First Choice	88.6% ^a	86.8% ^a	70.2% ^a	79.3%	82.3%	66.8%
Second Choice	9.0 ^a	11.1 ^a	22.4	22.1	13.6	22.5
Third Choice	1.8	1.4	5.1	4.2	2.8	7.2
Less than Third Choice	0.5	0.7	2.3	1.5	1.3	3.5

4. Number of College Applications

This College Only	20.9%	20.3%	26.8%	30.1%	14.8%	14.5%
One Other	14.7	18.9	16.1	19.4	17.3	5.6
Two Others	16.2	14.0	19.3	19.4	19.7	8.8
Three Others	18.2	16.1	17.5	15.4	19.3	13.7
Four Others	11.3	10.5	9.6	7.5	12.5	15.3
Five Others	7.2	4.9	5.1	4.1	7.4	15.3
Six or More	11.4	15.4	5.5	4.1	8.9	26.8
(None or One Other)	(35.6)	(39.2) ^a	(42.9)	(49.5)	(32.1)	(20.1)
Median # of Others	1.89	1.77	1.37	1.02	1.91	3.48

5. Number of College Acceptances

This College Only	12.0%	9.2%	13.8%	11.8%	5.7%	4.8%
One Other	24.1	25.2	28.0	31.6	25.5	15.5
Two Others	24.1	21.0	25.3	26.3	25.7	21.6
Three Others	20.1	19.3	18.4	17.4	21.1	23.4
Four Others	10.4	9.2	8.0	7.3	11.6	16.0
Five Others	4.1	7.6	3.4	3.3	5.4	9.0
Six or More	5.2	8.4	3.1	2.3	5.0	9.8
(None or One Other)	(36.1)	(34.4)	(41.8)	(43.4)	(31.2)	(20.3)
Median # of Others	1.58	1.74	1.32	1.25	1.73	2.35

21. Major Fields of Study*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Electrical Engineering	13.1%	6.9%	5.8%	0.7%	11.4%	3.5%
Aeronautical Engineering	12.3	7.6	2.7	0.5	14.4	0.7
Political Science	10.6	18.8 ^a	3.1	2.5	4.4	9.4
Mechanical Engineering	9.7	5.6	3.0	0.3	4.8	1.7
Civil Engineering	8.1	3.5	1.5	0.2	2.4	0.6
Other Engineering	5.3	2.1	1.8	0.5	4.3	1.3
Management	4.7	2.1	6.7	4.1	3.2	1.4
Military Science	4.1	2.8	0.3	0.0	0.8	0.0
Undecided	3.7	4.2	5.1	7.1	4.9	11.2

22. Probable Career Occupation*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Military Service (career)	41.7% ^{a, b}	28.4% ^a	4.0%	0.6%	20.2%	0.4%
Engineer	28.1 ^a	22.7 ^a	13.7	2.6	28.6	8.5
Business Executive	6.3	6.4	15.1	11.0	5.2	9.8
Physician	3.9	7.1	4.6	3.6	3.0	13.2
Lawyer	2.9	3.5	5.1	3.9	2.3	11.0
Computer Programmer/ Analyst	2.7	0.7	8.0	4.6	5.7	1.5
Other	1.7	2.1	4.4	6.3	4.3	3.7
Foreign Service	1.6	5.7	0.7	1.0	0.9	3.9
Undecided	7.0	12.8	10.2	13.2	8.2	22.6

*Nine most frequently mentioned by USMA male first time college students.

SECTION III: EDUCATIONAL AND CAREER ASPIRATIONS

20. Highest Degree Planned Anywhere

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
None	0.4%	0.7%	1.6%	1.2%	0.4%	0.4%
Associate (or equivalent)	0.1	0.0	1.1	2.1	0.2	0.0
Bachelor's Degree (BA, BS)	12.4 ^a	9.6 ^a	36.1	36.4	21.2	9.4
Master's Degree (MA, MS)	52.5 ^a	43.7	34.6	36.3	49.3	34.2
Ph.D. or Ed.D.	23.4 ^a	25.2 ^a	11.5	11.3	19.7	24.4
MD, DDS, or DVM	6.1	16.3 ^a	6.7	5.9	5.2	16.6
LLB or JD	4.6	4.4	4.9	3.9	2.7	12.8
BD or M.DIV.	0.1	0.0	0.8	0.5	0.3	0.4
Other	0.4	0.0	2.2	1.9	0.9	1.6
(Bachelor's Degree or Less)	(12.9) ^a	(10.3) ^a	(38.8)	(39.7)	(21.8)	(9.8)

18. Have had Remedial Work in:

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
English	4.6%	5.5%	6.9%	4.7%	3.6%	3.6%
Reading	2.8	3.4	6.5	4.6	3.0	3.0
Mathematics	6.9	8.9	9.7	9.4	6.0	6.0
Social Studies	2.5	4.1	5.0	3.4	2.5	2.5
Science	3.3	3.4	5.1	4.0	3.0	3.0
Foreign Language	3.2	3.4	4.7	3.6	2.6	2.6

19. Will Need Remedial Work in:

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
English	11.2%	7.5%	13.6%	9.2%	5.9%	5.9%
Reading	2.9	0.7	5.0	3.7	2.4	2.4
Mathematics	14.4	22.6	21.2	26.5	12.6	12.6
Social Studies	2.0	6.2	2.5	3.3	1.8	1.8
Science	10.6	17.1	9.1	13.2	9.1	9.1
Foreign Language	16.0	13.0	12.3	8.9	7.9	7.9

17. Academic Preparation

Have Met or Exceeded Recommended Years of Study in:

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
English (4 years)	98.0%	97.8%	92.9%	94.2%	97.9%	98.1%
Mathematics (3 yrs)	99.3	98.6 ^a	89.8	85.3	97.4	98.5
Foreign Language (2 yrs)	80.0 ^a	89.1 ^a	65.2	71.7	84.7	97.1
Physical Science (2 yrs)	74.1 ^a	67.6 ^a	59.2	48.3	70.3	71.7
Biological Science (2 yrs)	28.5	34.5	33.7	37.3	28.1	38.1
History or American Government (1 yr)	99.5	98.6	99.0	98.7	99.0	99.4
Other Social Studies (2 yrs)	29.6	33.6	32.2	30.7	33.6	34.8
Computer Science (½ yr)	61.4	58.4	59.0	48.4	67.2	61.6
Art or Music (1 yr)	42.3 ^{a,b}	56.9 ^a	55.9	67.3	54.9	67.9

SECTION 11: SECONDARY SCHOOL PERFORMANCE

15. Average Grade in Secondary School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
A or A+	32.0% ^{a,b}	44.8% ^a	8.1%	11.8%	30.3%	23.7%
A-	25.7 ^a	29.0 ^a	9.6	13.3	24.5	28.2
B+	23.2	17.2	16.5	21.4	25.1	27.2
B	13.7 ^a	9.0 ^a	24.1	26.3	14.9	15.4
B-	3.8 ^a	0.0 ^a	15.9	11.8	3.3	4.3
C+	1.0 ^a	0.0	15.0	9.9	1.3	1.1
C	0.6	0.0	10.1	5.3	0.5	0.2
D	0.0	0.0	0.7	0.2	0.1	0.0
(A-, A or A+)	(57.7) ^{a,b}	(73.8) ^a	(17.7)	(25.1)	(54.8)	(51.9)

16. Academic Rank in High School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Top Fifth	83.5% ^a	91.7% ^a	37.3%	46.8%	78.3%	78.8%
Second Fifth	12.2 ^a	8.3 ^a	24.7	22.3	14.9	14.6
Third Fifth	3.5 ^a	0.0 ^a	30.2	26.3	5.9	5.8
Fourth Fifth	0.7	0.0	6.7	4.1	0.8	0.6
Lowest Fifth	0.1	0.0	1.1	0.5	0.1	0.2

14. Activities Engaged in by Students During the Past Year (Continued)

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Participated in speech or debate	35.1% ^a	30.8%	22.8%	22.6%	28.0%	31.5%
Played musical instrument	34.4% ^b	58.6	39.7	48.8	48.4	53.8
Overslept and missed class/appointment	18.9	21.2	28.5	27.8	23.9	32.7
Had a major part in a play	18.2	15.3	21.2	23.0	19.7	25.2
Participated in a science contest	17.9	19.4	19.4	14.2	20.6	16.3
Participated in a music contest	16.2	22.1	19.5	23.9	22.1	21.3
Edited school paper, yearbook, magazine	12.6	19.3	14.1	24.9	19.6	34.8
Worked in political campaign	11.1	14.5	9.4	10.4	9.6	14.4
Won award in an art contest	7.2	8.3	16.4	15.9	12.5	16.1
Took tranquilizing pill	2.4	2.1	4.7	4.7	3.2	4.5
Took a course on TV	2.4	1.4	5.3	3.6	3.3	2.5
Smoked cigarettes*	1.1	0.0% ^a	6.0	9.6	4.7	3.5

*Frequently only; all other items frequently plus occasionally.

14. Activities Engaged in by Students During the Past Year

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Was bored in class	95.5%	96.6%	91.3%	93.4%	95.3%	95.3%
Attended religious service	92.2	96.6	85.3	89.6	88.8	80.1
Won a varsity letter in sports	83.6 ^a	87.0 ^a	59.9	40.3	59.8	53.1
Performed volunteer work	79.2	81.5	70.8	74.4	76.2	77.1
Vigorous exercise* (not jogging)	77.1 ^a	78.8 ^a	57.9	39.2	60.3	56.3
Drank beer	73.2 ^b	56.8	72.4	60.3	69.8	92.8
Stayed up all night	72.3	77.2	74.2	74.3	76.7	73.7
Attended public recital/concert	72.0 ^b	82.9	71.3	80.5	78.7	85.2
Did extra course work/reading	71.9	78.8	65.2	75.0	73.3	77.8
Didn't complete homework on time	69.8 ^b	57.5	74.0	66.0	71.0	72.2
Took vitamins	69.6	79.5	64.2	71.2	69.9	78.9
Missed school because of illness	68.0	75.3	72.6	82.9	75.3	79.0
Wrote a computer program	66.5	60.3 ^a	58.4	45.2	70.0	57.8
Jogged*	66.4 ^a	69.9 ^a	32.1	20.0	40.4	28.7
Took a computer-assisted course	45.4	42.8	43.7	38.4	47.5	38.4
President of one or more student organizations	39.0	37.2	30.7	34.2	35.5	40.7

*Frequently only; all other items frequently plus occasionally.

11c. Number of Other Dependents Currently Attending College

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
None	65.8%	62.8%	67.7%	67.5%	65.3%	59.2%
One	26.1	28.3	23.7	24.0	25.9	29.7
Two	6.5	7.6	6.1	6.1	6.4	7.7
Three or More	1.5	1.4	2.5	2.4	2.4	3.2

12. Disabilities

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Hearing	0.0%	0.0%	0.9%	0.8%	0.4%	0.7%
Speech	0.0	0.0	0.3	0.2	0.1	0.2
Partially Sighted	0.2	0.0	2.4	2.0	1.5	2.5
Orthopedic	0.0	0.0	1.0	1.0	0.7	1.0
Learning Disability	0.0	0.0	1.0	0.6	0.2	0.6
Health-related	0.0	0.0	1.0	1.2	0.4	1.0
Other	0.0	0.7	1.6	1.2	1.0	1.2

13. Twin Status

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Identical twin	0.3%	0.7%	0.8%	0.7%	0.5%	0.6%
Fraternal twin	0.8	0.7	1.3	1.2	0.9	1.0

11a. Estimated Total Parental Income Last Year

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Less than \$4,000	0.9%	0.0%	2.7%	4.3%	1.3%	1.0%
\$4,000-\$5,999	0.6	0.0	2.1	2.8	0.9	0.7
\$6,000-\$7,999	0.9	2.9	2.1	2.9	1.1	0.6
\$8,000-\$9,999	1.3	0.7	2.4	2.9	1.5	1.0
\$10,000-\$12,499	2.3	2.9	4.4	5.5	2.9	1.8
\$12,500-\$14,999	3.2	3.6	4.5	5.0	3.0	2.1
\$15,000-\$19,999	6.1	5.8	7.2	8.3	5.8	3.9
\$20,000-\$24,999	9.5	7.2	11.1	11.3	9.2	5.8
\$25,000-\$29,999	8.6	10.1	9.9	9.5	9.9	6.0
\$30,000-\$34,999	13.0	10.8	11.0	10.7	12.7	7.9
\$35,000-\$39,999	11.5	12.9	8.9	9.1	11.8	7.8
\$40,000-\$49,999	18.1	19.4	13.4	11.4	17.8	13.7
\$50,000-\$99,999	21.3	22.3	15.6	12.5	19.1	29.0
\$100,000 or more	2.8	1.4	4.6	3.7	3.0	18.7
(Less than \$20,000)	(15.3) ^a	(15.9) ^a	(25.4)	(31.7)	(16.5)	(11.1)
Median =	\$36,564	\$37,325	\$31,635	\$28,683	\$35,719	\$44,160

11b. Persons Currently Dependent on Parents for Support

One	2.5%	2.7%	7.0%	5.3%	4.7%	3.5%
Two	7.7	4.1	13.6	11.9	10.7	11.0
Three	17.1	18.5	23.4	23.6	22.6	20.3
Four	32.6	28.8	28.7	29.7	30.6	33.3
Five	25.9	25.3	18.1	18.6	20.1	21.4
Six or More	14.2	20.5	9.0	11.0	11.3	10.5

10. Parents' Religious Preference

a. Father's Religious Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Protestant	49.1%	41.3%	49.1%	47.7%	42.8%	37.3%
Roman Catholic	38.6	46.3 ^a	35.0	35.4	40.8	27.3
Jewish	1.1	2.9	2.5	2.3	3.5	13.9
Other	2.6	0.7	6.1	6.3	4.1	6.2
None	8.6	8.8	7.3	8.3	8.8	15.3

b. Mother's Religious Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Protestant	50.7%	43.9%	50.7%	50.4%	44.3%	40.4%
Roman Catholic	40.3	49.6 ^a	35.9	36.7	43.1	29.2
Jewish	0.9	2.9	2.4	2.0	3.4	13.4
Other	3.6	0.7	6.7	7.0	4.5	6.4
None	4.5	2.9	4.3	3.9	4.7	10.6

b. Mother's Occupation

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Artist (incl performer)	1.6%	0.0%	1.5%	1.4%	1.5%	4.8%
Businesswoman	9.2	15.4	10.7	11.2	10.9	12.3
Business (clerical)	11.6	9.8	11.0	12.2	11.8	6.5
Clergy or religious worker	0.4	0.0	0.2	0.2	0.1	0.3
Educator (college teacher or administrator)	0.7	0.0	0.3	0.3	0.5	2.0
Doctor or Dentist	0.2	0.0	0.3	0.2	0.2	1.6
Educator (secondary)	6.2	7.0	3.8	3.2	5.3	6.5
Educator (elementary)	7.5	6.3	6.1	5.7	7.0	7.9
Engineer	0.1	0.0	0.1	0.1	0.1	0.1
Farmer or Forester	0.3	0.0	0.2	0.3	0.1	0.2
Health profession (non-MD)	2.6	2.1	1.8	1.9	1.9	2.5
Homemaker (full-time)	22.9	25.9	23.5	23.3	23.8	22.6
Lawyer	0.7	0.7	0.2	0.2	0.2	1.2
Nurse	8.9	10.5	7.5	7.4	8.3	6.2
Research Scientist	0.1	0.0	0.1	0.1	0.2	0.5
Social, Welfare, Rec. worker	1.1	0.0	1.5	1.4	1.2	2.5
Skilled worker	2.6	3.5	2.5	1.6	2.4	0.9
Semi-skilled worker	2.4	2.1	3.2	2.8	2.5	1.0
Laborer (unskilled)	1.4	0.7	2.1	2.0	1.2	0.5
Unemployed	5.8	2.8	6.5	6.3	5.1	4.2
Other Occupation	13.8	13.3	16.7	18.1	15.8	15.7

SECTION IV: ATTITUDES, OPINIONS, AND OBJECTIVES

28. Current Political Preference

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Far Left	0.5%	0.7%	2.5%	1.7%	1.1%	2.6%
Liberal	12.1	12.0	19.5	21.8	19.6	35.8
Middle-of-the-Road	41.9 ^{a,b}	52.1	52.1	59.3	50.2	38.5
Conservative	42.5 ^a	33.1 ^a	24.1	16.5	27.5	21.9
Far right	3.0	2.1	1.8	0.8	1.6	1.2
(Liberal or Far Left)	(12.6)	(12.7) ^a	(22.0)	(23.5)	(20.7)	(38.4)

29. Freshmen Views--"Proportions Agreeing Strongly or Somewhat"

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Minimum competence for college graduation	97.2%	96.6%	90.6%	92.1%	96.2%	95.8%
Women should get job equality	92.4	99.3	88.3	96.9	95.2	96.5
Federal military spending increased	75.4 ^{a,b}	59.6 ^a	41.3	24.0	47.1	18.7
Federal gov't should discourage energy use	71.6	77.2	70.2	76.9	75.2	80.1
High school grading too easy	69.7 ^a	69.2 ^a	54.5	56.0	64.0	65.1
Students should help evaluate faculty	70.1	76.7	69.6	70.0	74.1	77.4
Gov't not controlling pollution	68.7	77.2	75.4	81.2	76.9	85.7
Wealthy should pay more taxes	66.1	71.0	69.8	69.7	70.9	62.9
Prohibit homosexual relations	64.3 ^b	37.7	57.8	38.3	43.0	19.0
Abortion should be legalized	49.6	53.8	52.6	53.5	57.9	75.6

29. Freshmen Views--"Proportions Agreeing Strongly or Somewhat" (Continued)

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Sex OK if people like each other	46.9% ^{a, b}	23.3%	61.4%	30.5%	44.3%	56.3%
Busing OK to achieve balance	39.3 ^a	45.8 ^a	51.3	56.8	45.1	54.8
Gov't not protecting consumer	38.3 ^a	47.3 ^a	57.6	67.2	49.8	57.6
Need national health care plan	36.5 ^{a, b}	46.6 ^a	58.6	64.6	49.2	55.1
Live together before marriage	34.3 ^a	30.8	49.0	38.1	42.4	57.2
Women's activities best in home	31.6 ^b	9.6	29.9	15.9	19.8	12.6
Government not promoting disarmament	30.9 ^{a, b}	42.1 ^a	57.8	73.7	53.3	76.6
College has right to ban speakers	26.2	25.4	24.2	18.6	20.1	10.7
Give disadvantaged preferential treatment	23.8 ^a	22.2 ^a	39.1	36.4	26.2	28.5
College officials have the right to regulate student behavior off campus	17.3	17.1	17.0	13.8	13.1	10.1
Should abolish death penalty	14.9	22.8 ^a	23.3	31.3	23.3	35.5
Abolish college grades	10.5	13.1	16.9	11.6	10.5	13.6
Should legalize marijuana	9.8 ^a	9.0 ^a	25.0	19.8	18.1	26.9

30. College Expectations--"Proportion of Students Estimating the Chances as Very Good they will":

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Get a bachelor's degree	92.7 ^a	98.6 ^a	73.5%	78.7%	90.8%	88.7%
Find a job in own field after graduation	84.9 ^a	87.3 ^a	68.2	73.4	80.0	61.3
Be satisfied with college	63.2 ^a	53.9	49.6	59.5	63.8	74.4
Live in a coeducational dorm	62.6 ^{a,b}	95.1 ^a	29.0	27.8	66.1	68.7
Play varsity athletics	43.2 ^a	49.7 ^a	27.8	13.0	28.4	31.0
Make at least a "B" average	38.8	29.0 ^a	38.4	42.3	48.6	50.5
Marry within a year after college	24.1	16.9	14.1	19.2	17.3	7.5
Join a social fraternity or sorority	17.2	20.1	15.4	21.3	20.4	23.5
Change major field	16.4	29.0 ^{a,b}	12.7	15.0	14.1	26.7
Graduate with honors	14.1	8.3	13.2	12.0	14.9	14.9
Get tutoring in some courses	12.0	19.4	10.2	12.1	8.6	8.4
Change career choice	11.8	26.9 ^{a,b}	11.0	14.7	12.7	29.0
Work full time while attending college	11.5	7.0	4.3	3.3	7.1	1.0
Be elected to an honor society	10.7	10.3	7.8	9.0	12.3	11.4
Get job to pay college expenses	6.8 ^a	8.3 ^a	35.1	42.0	28.2	43.8
Seek individual counseling	5.2	5.6	4.0	4.4	5.0	4.9
Seek vocational counseling	4.9	4.9	5.2	6.5	5.8	12.1
Be elected to a student office	4.3	3.4	3.7	3.8	3.8	4.5
Need extra time to get a degree	3.4	4.9	5.3	5.5	4.4	3.1

30. College Expectations--"Proportion of Students Estimating the Chances as Very Good they will": (Continued)

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Transfer to another college	2.0% ^a	6.4%	12.1%	11.1%	6.4%	3.8%
Work at outside job	1.5 ^a	0.0 ^a	17.3	22.2	9.6	10.9
Fail one or more courses	1.4	0.0	1.8	1.3	1.4	1.5
Drop out permanently	1.4	3.5	1.1	0.7	1.1	0.5
Participate in student protests	1.3	0.7	4.9	4.4	3.7	12.3
Drop out temporarily	1.1	0.7	1.5	1.0	1.0	1.2
Get married in college	0.6	0.0	3.6	6.2	2.1	1.4

Within the framework of a 4-year undergraduate education, students were asked to estimate the likelihood of occurrence of the items listed above, and on the previous page, according to the following estimates of occurrence: very good, some, very little, no chance. Proportions shown for these items represent only those individuals estimating chances of occurrences as very good for each item.

31. Long-run Objectives--"Proportion of Students Considering it Essential or Very Important to":

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Be an authority in my field	80.1%	86.1% ^a	75.9%	73.4%	77.4%	73.8%
Raise a family	75.2 ^b	57.6 ^a	69.4	69.5	71.7	66.8
Keep up with political affairs	69.2 ^a	66.9 ^a	47.0	35.2	52.7	64.0
Help others in difficulty	61.0 ^b	72.4	56.9	72.0	63.2	65.9
Have administrative responsibility	60.8 ^a	57.9 ^a	44.6	40.6	47.5	32.1
Be very well off financially	59.5 ^a	53.1 ^a	74.1	65.2	65.0	58.8
Obtain recognition from colleagues	57.6	59.3	58.2	55.9	58.1	55.9
Develop a philosophy of life	49.2	54.5	46.9	48.1	49.7	62.1
Influence social values	35.2	35.9	32.4	37.0	31.2	34.3
Promote racial understanding	35.1	42.4	33.8	36.9	32.3	48.6
Succeed in my own business	33.0 ^a	26.9 ^a	56.0	47.0	34.9	42.6
Influence political structure	27.7	30.6 ^a	20.0	14.1	19.8	24.9
Participate in community action	18.2	26.4	22.5	26.5	22.4	28.3
Help clean up environment	17.5	25.5	23.5	19.1	20.7	26.4
Make a theoretical contribution to science	13.6	13.1	16.5	10.6	20.5	18.6
Write original works	5.6	13.8	11.9	13.1	11.8	23.1
Achieve in a performing art	5.0	12.4	11.0	13.9	12.6	19.9
Create artistic work	4.3	6.2	11.2	13.0	11.1	16.7

APPENDIX A

255218

PLEASE PRINT YOUR NAME _____
 First Middle or Maiden Last
 HOME STREET ADDRESS _____
 CITY _____ STATE _____ ZIP CODE _____
 Area Code Home Phone No. _____

When were you born?

Month	Day	Year
(01-12)	(01-31)	

1984 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

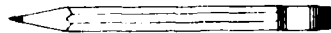
- Use only black lead pencil (No. 2 is ideal).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ballpoint or felt-tip marker be properly read? Yes ☐ No ☒

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Higher Education Research Institute at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.



PLEASE USE #2 PENCIL

Sincerely,

Alexander W. Astin, Director
 Higher Education Research Institute

DO NOT MARK IN THIS AREA

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

MARK IN THIS AREA ONLY IF DIRECTED

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

GRP CODE

0	1
0	1
0	1
0	1
0	1
0	1
0	1
0	1
0	1
0	1

1. Your sex: Male Female

2. How old will you be on December 31 of this year? (Mark one)

16 or younger	21 24
17	25 29
18	30 39
19	40 54
20	55 or older

3. In what year did you graduate from high school? (Mark one)

1984	Did not graduate but passed G E D test
1983	
1982	Never completed high school
1981 or earlier	

4. Are you enrolled (or enrolling) as a:

(Mark one) Full-time student? ☐
 Part-time student? ☐

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓'s or X's. Thank You.)

5. Where did you get the money to pay for college this year? (Write in actual dollar amounts; write 0 if none)

Grants and scholarships	\$
All loans	\$
Work or savings	\$
Parents and/or spouse	\$
Other sources	\$

6a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

1 2 3 4 5 6 or more

6b. How many of these dependents other than yourself are currently attending college?

None 1 2 3 or more

7. What was your average grade in high school? (Mark one)

A or A+	B	C
A	B	D
B+	C+	

8. Where did you rank academically in your high school graduating class? (Mark one)

Top 20%	Fourth 20%
Second 20%	Lowest 20%
Middle 20%	

9. Are you: (Mark one)

Not presently married ☐
 Married, living with spouse ☐
 Married, not living with spouse ☐

10. Prior to this term, have you ever taken courses for credit at this institution?

Yes ☐ No ☐

11. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column)

	For Credit	Not for Credit
--	------------	----------------

No ☐
 Yes at a junior or comty college ☐
 Yes at a four-year college or university ☐

Yes at some other postsecondary school (For ex. technical vocational, business) ☐

12. From what kind of secondary school did you graduate? (Mark one)

Public ☐
 Private (denominational) ☐
 Private (nondenominational) ☐
 Other ☐

13. Have you had, or do you feel that you will need, any special tutoring or remedial work in any of the following subjects? (Mark all that apply)

English	Social studies
Reading	Science
Mathematics	Foreign language

14. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live?

(Mark one in each column)	Plan To Live	Prefer To Live
With parents or relatives		
Other private home apt or rm		
College dormitory		
Fraternity or sorority house		
Other campus student housing		
Other		

15. Is this college your: (Mark one)

First choice?	Less than third choice?
Second choice?	
Third choice?	

16. To how many colleges other than this one did you apply for admission this year?

No other	1	3	5
	2	4	6 or more

Note: If you applied to more than six colleges, please mark "6 or more" on the next page.

17. How many other acceptances did you receive this year? (Mark one)

None	1	3	5
	2	4	6 or more

18 How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

a My Own or Family Resources

	None	\$1-\$499	\$500-\$999	\$1,000-\$1,499	Over \$2,000
Parents, other relatives, or friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Savings from summer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full-time job while in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time job while in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b Aid Which Need Not Be Repaid

Pell Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental Educational Opportunity Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
State Scholarship or Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Work Study Grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Grant, Scholarship (other than above)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other private grant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your GI benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your parent's GI benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other government aid (ROTC, BIA, Social Security, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c Aid Which Must Be Repaid

Federal Guaranteed Student Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Direct Student Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other College Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d Other Than Above

If you are receiving any form of aid indicated in sections b or c, please answer Question No. 19. Otherwise go on to Question 20.

19 Was the aid you are receiving awarded on the basis of

(Mark all that apply)	Yes	No
Academic record	<input type="checkbox"/>	<input type="checkbox"/>
Financial record	<input type="checkbox"/>	<input type="checkbox"/>
Artistic talent	<input type="checkbox"/>	<input type="checkbox"/>
Other talent (music, art, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

20 Were you last year, or will you be this year

	Last Year	This Year
Living with your parents (for more than five consecutive weeks)	<input type="checkbox"/>	<input type="checkbox"/>
Listed as a dependent on your parents' Federal Income Tax Return	<input type="checkbox"/>	<input type="checkbox"/>
Receiving assistance worth \$600 or more from your parents	<input type="checkbox"/>	<input type="checkbox"/>

21 Are you (Mark all that apply)

- ☐ White/Caucasian
- ☐ Black/Negro/Afro-American
- ☐ American Indian
- ☐ Asian-American/Oriental
- ☐ Mexican-American/Chicano
- ☐ Puerto Rican-American
- ☐ Other

22 Are you a U.S. citizen? Yes ☐ No ☐

23 Are you a twin? (Mark one)

No	Yes, identical
<input type="checkbox"/>	<input type="checkbox"/>
	Yes, fraternal
	<input type="checkbox"/>

24 For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark (F). If you engaged in an activity one or more times, but not frequently, mark (O) (occasionally). Mark (N) (not at all) if you have not performed the activity during the past year.

(Mark one for each item)

	Frequently	Occasionally	Not at all
Participated in a speech or debate contest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wrote a computer program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a course on TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a computer-assisted course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elected president of one or more student organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a music contest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had a major part in a play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Won a varsity letter for sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete a homework assignment on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Won a prize or award in an art competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edited the school paper, year book, or literary magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a science contest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did extra (unassigned) work reading for a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overslept and missed a class or appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took vitamins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a tranquilizing pill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed school because of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a public recital or concert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jogged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other vigorous exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed up all night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked in a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25 How many miles is this college from your permanent home? (Mark one)

5 or less	11-50	101-500
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6-10	51-100	More than 500
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26 What is the highest academic degree that you intend to obtain? (Mark one in each column)

- None
- Vocational certificate
- Associate (A.A. or equivalent)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Ph.D. or Ed.D.
- M.D., D.O., D.D.S. or D.V.M.
- LL.B. or J.D. (law)
- B.D. or M.Div. (divinity)
- Other

27 In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
My parents wanted me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to get away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To improve my reading and study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was nothing better to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To meet new and interesting people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28 Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some concern (but I will probably have enough funds)
- Major concern (not sure I will have enough funds to complete college)

29 How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle of the road
- Conservative
- Far right

30 What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

Less than \$4,000	\$20,000 - 24,999
\$4,000 - 5,999	\$25,000 - 29,999
\$6,000 - 7,999	\$30,000 - 34,999
\$8,000 - 9,999	\$35,000 - 39,999
\$10,000 - 12,499	\$40,000 - 49,999
\$12,500 - 14,999	\$50,000 - 99,999
\$15,000 - 19,999	\$100,000 or more

31 What is the highest level of formal education obtained by your parents?

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

32 Mark only three responses, one in each column.

- (M) Your mother's occupation
(F) Your father's occupation
(V) Your probable career occupation

NOTE If your father or mother is deceased, please indicate his or her last occupation

Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect or urban planner	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive	Y	F	M
(management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesman or buyer	Y	F	M
Clergyman (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer or analyst	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker	Y	F	M
(including diplomat)	Y	F	M
Homemaker (full time)	Y	F	M
Interior decorator	Y	F	M
(including designer)	Y	F	M
Interpreter (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney) or judge	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social welfare or recreation worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher or administrator (elementary)	Y	F	M
Teacher or administrator (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Other	Y		
Undecided	Y		
Laborer (unskilled)		F	M
Semi-skilled worker		F	M
Other occupation		F	M
Unemployed		F	M

33 Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

My relatives wanted me to come here	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
This college has a good reputation for its social activities	V	S	N
I was offered financial assistance	V	S	N
This college offers special educational programs	V	S	N
This college has low tuition	V	S	N
My guidance counselor advised me	V	S	N
I wanted to live near home	V	S	N
A friend suggested attending	V	S	N
A college rep. recruited me	V	S	N
The athletic dept. recruited me	V	S	N
This college's graduates gain admission to top graduate professional schools	V	S	N
This college's graduates get good jobs	V	S	N
Not offered financial aid by first choice college	V	S	N

34. Do you have a disability? (Mark all that apply)

None		Learning disability	
Hearing		Health related	
Speech		Partially sighted or blind	
Orthopedic		Other	

BE SURE TO ANSWER QUESTIONS 35 AND 36.

37 Mark one in each row.

The Federal government is not doing enough to protect the consumer from faulty goods and services	4	3	2	1
The Federal government is not doing enough to promote disarmament	4	3	2	1
The Federal government is not doing enough to control environmental pollution	4	3	2	1
The Federal government should do more to discourage energy consumption	4	3	2	1
Federal military spending should be increased	4	3	2	1
The death penalty should be abolished	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Abortion should be legalized	4	3	2	1
Grading in the high schools has become too easy	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
A couple should live together for some time before deciding to get married	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
Women should receive the same salary and opportunities for advancement as men in comparable positions	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Marijuana should be legalized	4	3	2	1
Busing is O.K. if it helps to achieve racial balance in the schools	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
College officials have the right to regulate student behavior off campus	4	3	2	1
Faculty promotions should be based in part on student evaluations	4	3	2	1
College grades should be abolished	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	4	3	2	1
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	4	3	2	1

35. Current religious preference (Mark one in each column)

Baptist	Y	F	M
Buddhist	Y	F	M
Congregational (U.C.C.)	Y	F	M
Eastern Orthodox	Y	F	M
Islamic	Y	F	M
Jewish	Y	F	M
Latter Day Saints (Mormon)	Y	F	M
Lutheran	Y	F	M
Methodist	Y	F	M
Quaker (Society of Friends)	Y	F	M
Roman Catholic	Y	F	M
Seventh Day Adventist	Y	F	M
Unitarian Universalist	Y	F	M
Other Protestant	Y	F	M
Other Religion	Y	F	M
None	Y	F	M

36. During high school (grades 9-12) how many years did you study each of the following subjects? (Mark one for each item)

English	0	1	2	3	4	5
Mathematics	0	1	2	3	4	5
Foreign Language	0	1	2	3	4	5
Physical Science	0	1	2	3	4	5
Biological Science	0	1	2	3	4	5
History	0	1	2	3	4	5
Art	0	1	2	3	4	5
Music	0	1	2	3	4	5
Computer Science	0	1	2	3	4	5
Art and/or Music	0	1	2	3	4	5

- 1 Disagree Strongly
2 Disagree Somewhat
3 Agree Somewhat
4 Agree Strongly

APPENDIX B

LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS FOR PUBLIC (HIGH SELECTIVITY), AND PRIVATE (VERY HIGH SELECTIVITY), COLLEGES

Public Four-Year Colleges
High Selectivity
(1,025 or more on SAT-V + SAT-M)

- | | |
|---------------------------------------|---------------------------|
| 1. Georgia Institute of Technology | 6. US Air Force Academy |
| 2. New Jersey Institute of Technology | 7. US Coast Guard Academy |
| 3. SUNY at Geneseo | 8. US Military Academy |
| 4. SUNY at Potsdam | 9. US Naval Academy |
| 5. SUNY at Purchase | |

Private Four-Year Colleges
Very High Selectivity
(1,175 or more on SAT-V + SAT-M)

- | | |
|---------------------------------|--|
| 1. Barnard College | 15. Haverford College |
| 2. Bates College | 16. Mount Holyoke College |
| 3. Bowdoin College | 17. Oberlin College |
| 4. Bryn Mawr College | 18. Occidental College |
| 5. Carleton College | 19. Smith College |
| 6. Colorado College | 20. Swarthmore College |
| 7. Connecticut College | 21. Trinity College (CT) |
| 8. Dartmouth College | 22. Union College |
| 9. Dickinson College | 23. Vassar College |
| 10. Franklin & Marshall College | 24. Washington & Lee University |
| 11. Gettysburg College | 25. Webb Institute of Naval Architecture |
| 12. Grinnell College | 26. Wellesley College |
| 13. Hamilton College | 27. Wesleyan University |
| 14. Harvey Mudd College | 28. Williams College |
| | 29. Worcester Polytechnic Institute |

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REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER USMA-OIR-85-004	2. GOVT ACCESSION NO. AD-A152601	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) NEW CADETS AND OTHER COLLEGE FRESHMEN: CLASS OF 1988		5. TYPE OF REPORT & PERIOD COVERED
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Ms. Mary H. Saunders	8. CONTRACT OR GRANT NUMBER(s)	
9. PERFORMING ORGANIZATION NAME AND ADDRESS Office of Institutional Research United States Military Academy West Point, New York 10996-1585		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS Project No. 552
11. CONTROLLING OFFICE NAME AND ADDRESS Same as #9 above		12. REPORT DATE February 1985
		13. NUMBER OF PAGES 34 + iii
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) United States Military Academy West Point, New York 10996-5000		15. SECURITY CLASS. (of this report) Unclassified
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) ACE Admissions Characteristics Class of 1988 Freshmen		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report compares new cadets at USMA in the Class of 1988 with entering freshmen at institutions in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. Data are presented on secondary school and socioeconomic backgrounds, values, interests, and activity patterns, and are based on the American Council on Education's yearly survey.		

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